

Bastrop Independent School District

Colorado River Collegiate Academy

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Colorado River Collegiate Academy

Creating Ability Through Effort

Mission Statement

We provide all of our students with the opportunity and educational foundation to pave the path to university success by earning an associates degree upon graduation from high school.

Vision

We envision a successful future in academia for all of our students, sustained by the foundation of an excellent high school education.

Value Statement

•CRCA's core values:

- We will respect the learning process.
- We will exhibit professionalism at all times.
- We will encourage parental and community involvement.
- We will support the collaborative efforts of Bastrop ISD and Austin Community College.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	15
School Context and Organization	16
Technology	17
Comprehensive Needs Assessment Data Documentation	18
Goals	19
Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.	19
Goal 2: We will increase the effectiveness of communication throughout the BISD community.	32
Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.	36
Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.	40
Comprehensive Support Strategies	46
2018-2019 Campus Site-Based Committee	48
Campus Funding Summary	49

Comprehensive Needs Assessment

Revised/Approved: August 20, 2019

Demographics

Demographics Summary

The demographic breakdown of our 10th, 11th and 12th grade students is as follows:

- 60.1% Economically Disadvantaged
- 36.4% At Risk
- 0% LEP
- .7% SPED
- 71.6% Hispanic
- 23.6% White
- 2% Asian
- 1.3% African American
- 1.3% Two or more races
- 84% First Generation College Goers

The demographic breakdown of our new class of 9th graders is as follows (based on their classifications as 8th graders)*:

- 63.3% Economically Disadvantaged
- 45% At Risk
- 18.3% ELL (LEP, M1 or M2)
- 5% SPED
- 68.3%% Hispanic
- 23.3% White
- 6.7% African American
- 1.7% Asian American
- 38.3% Male
- 76.7% First Generation College Goers

*It is critical to note the demographics of the recruitment class, at the time they were recruited to CRCA. In the ECHS Blueprint, Benchmark #1, CRCA is

beholden to targeting under served populations in colleges and universities. We also must target economically disadvantaged students.

Demographics Strengths

The demographic strengths of the CRCA student body, 9th through 11th grade, lie in its linguistic, racial, ethnic and SES diversity. Creating an academically high achieving student body, through recruitment efforts, that exceeds the Bastrop Independent School District's in the specific indices of the ECHS Blueprint, Benchmark #1 - Target Population, ensures CRCA's adherence to its core mission and reason for existence.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The administrative staff at CRCA must improve in the area of ensuring that every economically disadvantaged student is accounted for and has turned in the application for FEARL. **Root Cause:** There is a stigma attached to the economic disadvantage label and high school students are reluctant to turn in the paper forms.

Problem Statement 2: CRCA must improve in the area of recruiting males. **Root Cause:** CRCA does not offer athletics, band or theater arts and all of these programs are areas of interest for boys.

Student Achievement

Student Achievement Summary

There will always be student achievement needs until all CRCA students; achieve 100% mastery of the TEKS, are TSI compliant in reading, writing and math and earn all college and high school credits necessary for graduation from both CRCA and ACC.

1. 100% of CRCA 10th, 11th and 12th grade students are TSI compliant in reading and writing.
2. 98% of CRCA 12th grade students are TSI compliant in mathematics (1 student is not). 76% of CRCA 11th grade students are TSI compliant in mathematics (12 students are not). 62% of CRCA 10th grade students are compliant in mathematics (20 are not).
3. CRCA students had a 88% Successful Course Completion Rate in the Fall of 2017. Data compiled by Austin Community College.
4. CRCA students had a 88% Successful Course Completion Rate in the Spring of 2018. Date compiled by Austin Community College.
5. CRCA students had a 74% Successful Course Completion Rate in the Summer of 2018. Date compiled by Austin Community College.
6. Nine students did not meet the approach grade level mark on the 2017-18 STAAR EOC E1. Four of these students met the standard in the summer testing.
7. Four students did not meet the approach grade level mark on the 2017-18 STAAR EOC E2. Two of these students met the standard in the summer testing.
8. 100% of our students met the approach grade level standard on the 2017-18 STAAR EOC A1, BI, and US exams.

Student Achievement Strengths

CRCA earned a National Bronze Medal recognition from US News a World Report, Best High Schools. CRCA student TSI compliance in reading and writing is a noted strength. Upperclassman TSI compliance in mathematics is a noted strength. The successful course completion rate, a statistic generated by Austin Community College, is calculated by dividing all of the course completions of an A, B or C by the total enrollment.

Fall 2017 PSAT mean for the class of 2019 was 1070.

Class of 2019 SAT mean (current) 1054.

In the area of state accountability, noted strengths were (distinctions):

1. Top 25% in Academic Growth
2. Top 25% in Closing the Gaps

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Thirty-three CRCA 10th and 11th grade students are not TSI compliant in mathematics. **Root Cause:** Most of these students have not sat for the test yet.

Problem Statement 2: 2017-18 TSI results in reading prevented six students from continuing on to their sophomore year at CRCA. Five of these students also failed to meet the approaches grade level standard on the E1 EOC. **Root Cause:** The six students did not develop the necessary vocabulary and inference skills in time to navigate the test. All three students' scores remained flat throughout the second semester.

Problem Statement 3: The percentage of students meeting the level two standard on the STAAR E1 and E2 EOC exams is not 100%, even for those students who are TSI compliant in reading and writing. Only 30% of the students taking the E1 and E2 EOC met or exceeded progress. **Root Cause:** Students arrive at CRCA as ninth graders significantly behind grade level in reading and writing.

Problem Statement 4: Three CRCA students taking EDUC 1300 during the ACC summer session failed the course and returned to their home campuses. **Root Cause:** CRCA did not have a tracking system in place to check on summer EDUC 1300 students.

School Culture and Climate

School Culture and Climate Summary

Key data points in analyzing our school's culture and climate are:

- CRCA's ADA for the 2017-18 school year was 97.3%.
- There were no placements for ISS during the 2017-18 school year.
- Three students were suspended (out of school) for a total of 5 days (aggregate days of missed instruction).
- There was one placement at DAEP during the 2017-18 school year.

While students give up participation in UIL Athletics and Fine Arts in order to attend CRCA, they do not live a cloistered life while at school. SUSO (Speak Up, Speak Out), STUCO and NHS are the high profile student organizations at CRCA. CRCA students also participate in Student Life, an ACC student organization. CRCA also held a student dance on 12/9/17 in our cafeteria. We also held our Prom, at McKinney Roughs, on 5/14/18. The Summer Bridge Program, for all rising 9th graders, was held 6/11-21/18. A TSI Fish Camp, for reading and writing, was held 8/7-10/18.

School Culture and Climate Strengths

CRCA's ADA is one of the primary factors in our students' academic achievement and success. We have combined high attendance to school with minimal disruption to each student's academic program. The 9th grade PLC that meets each morning, Monday through Thursday, discusses, decides on and implements interventions for students who are struggling in academics and behavior. CRCA does not have an in school suspension area. The administration at CRCA uses restorative practices in disciplinary situations with the intent and effect of minimizing the student's time out of instruction. Simply put, our students are not out of the classroom for discipline reasons.

Beginning the 10th grade year, students are placed in a College Prep Advisory class and remain with that teacher the duration of their high school career. CRCA has two levels of CPA in the 2018-19 school year. We have also added a College Access Specialist to our staff and she has created a GO Center.

CRCA has been recognized as a National Mix It Up model school. Mix It Up is a national program that is "dedicated to reducing prejudice, improving inter-group relations and supporting equitable school experiences for our nation's children."

CRCA has also been recognized by US News and World Report, Best High Schools, with a National Bronze Medal, two years in a row.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: New avenues for student involvement in the life of our campus and ACC are needed.

Problem Statement 2: The CRCA teaching and administrative staff is also well aware of the importance of building formal structures to bridge the transition our students will make from high school to university.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at the Colorado River Collegiate Academy consists of:

- 3 ELA Teachers - all have MAs and two are adjuncts for ACC
- 3 Math Teachers - one has an MS
- 2 Science Teachers - each have MSs
- 3 Social Science Teachers - two have MAs, one is a PhD and two are adjuncts for ACC
- 1 College Access Specialist
- 1 Counselor

All of our teachers are highly qualified. CRCA lost four teachers this past year. One left to north Texas when her husband relocated. Another moved to Maine. Two teachers were promoted within the district. CRCA also relies on adjuncts at the ACC Elgin campus and has no say in who they are.

Staff Quality, Recruitment, and Retention Strengths

All CRCA teachers are trained in Capturing Kids Hearts and use the Flippin approach to classroom management. Eight of our twelve teachers are ESL certified and the four who are not are actively working on the certification. Five of our teachers are ACC adjuncts. One of our ELA teachers and one science teacher have participated in extensive NIMSI training. All three math teachers are CMAT trained and one social studies teacher has attended an Advanced Placement summer institute and was a reader for the AP World History exam this past summer. CRCA has a College Access Specialist who, in addition to monitoring the students at ACC four days a week, is actively working on the students' transition from high school and community college to university.

The CRCA teaching staff mirrors the diversity of our student body. Our teachers have an international flair, coming from Mexico, Rwanda and Chile as well as all parts of Texas. The CRCA administrative staff employs a unique interview protocol in recommending new staff members for hire.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CRCA students in the tested areas of the curriculum, participate in the BISD academic targets and mock EOC assessments. CRCA district assessment data follows:

- Alg 1 AT - 61% met/15% level 3
- Alg 1 MEOC - 69% met/23% level 3
- Bio AT - 82% met/9% level 3
- Bio MEOC - 95% met/19% level 3

CRCA students did not participate in the district's Eng 1, Eng 2 or USH ATs and mock EOCs.

As an Early College High School, CRCA shares responsibility in curriculum and instruction with its IHE (Institute of Higher Education) partner, ACC. CRCA's crosswalk of dual credit courses is:

Year/Grade Level	PEIMS Course #	High School Course Name	High School Credits	TCCN #	College Course Name	College Hours	Dual Credit Course Type*
Year 1/Grade 9	03270100	College Readiness and Study Skills	0.5	EDUC 1300	Effective Learning: Strategies for College Success		IHE Staff; In Person
Total Year 1/Grade 9			0.5				3
Year 2/Grade 10	03250100	Theatre Arts 1	1	DRAM 1310	Introduction to Theatre		IHE Staff; In Person

Year 2/Grade 10 03440100	Spanish 1	1SPAN 1411 Spanish 1	IHE 4Staff; In Person	
Year 2/Grade 10 03240900	Public Speaking 1	1SPCH 1315 Public Speaking	IHE 3Staff; In Person	
Year 2/Grade 10 03440200	Spanish 2	1SPAN 1412 Spanish 2	IHE 4Staff; In Person	
Total Year 2/Grade 10		4	14	
Year 3/Grade 11 03220300	English 3 (A)	0.5ENGL 1301 English Composition 1	IHE 3Staff; In Person	
Year 3/Grade 11 03380002	Special Topics in Social Studies	0.5HIST 1301 United States History 1	IHE 3Staff; In Person	
Year 3/Grade 11 03220300	Spanish 3	1SPAN 2311 Spanish 3	IHE 3Staff; In Person	*MATH 1314 (College Algebra)
Year 3/Grade 11 03220300	English 3 (B)	0.5ENGL 1302 English Composition 2	IHE 3Staff; In Person	
Year 3/Grade 11 03340100	US History Studies Since 1877	1HIST 1302 United States History 2	IHE 3Staff; In Person	
Year 3/Grade 11 03370100	Sociology	0.5SOCI 1301 Introduction to Sociology	IHE 3Staff; In Person	*MATH 1316 (Trigonometry)
Total Year 3/Grade 11		4	18	
Year 4/Grade 12 03220400	English 4	1ENGL 2322 British Literature 1	IHE 3Staff; In Person	
Year 4/Grade 12 03330100	United States Government	0.5GOVT 2305 United States Government	IHE 3Staff; In Person	

Year 4/Grade 12 03020000	Environmental Science	1	BIOL 1408	Biology	IHE 4Staff; In Person
Year 4/Grade 12 13016900	Statistics and Business Decision Making	1	MATH 1332	College Mathematics	IHE 3Staff; In Person *MATH 2412 (Pre-calculus)
Year 4/Grade 12 03350100	Psychology	0.5	PSYC 2301	Introduction to Psychology	IHE 3Staff; In Person
Year 4/Grade 12 03380022	Special Topics in Social Studies	0.5	GOVT 2306	Texas State and Local Government	IHE 3Staff; In Person
Year 4/Grade 12 03020000	Earth and Space Science	1	BIOL1309	Life on Earth	IHE 3Staff; In Person *MATH 2413 (Calculus 1)
Year 4/Grade 12 03310300	Economics	0.5	ECON 2301	Principles of Macroeconomics	IHE 3Staff; In Person
Year 4/Grade 12		0.5			IHE Staff; In Person
Total Year 4/Grade 12		6			IHE 25Staff; In Person
Degree Plan Total		14.5			60

Curriculum, Instruction, and Assessment Strengths

During the 2015-16 school year, the CRCA principal and ACC liaison collaborated to open a pathway for interested students leading to an associate degree in applied science. It entailed navigating ACC's rules regarding mathematics placements and developing a sequence of courses for the students. The flexibility of the partnership and our ability to view our MOU through multiple lenses has facilitated the expansion of curricular exposure for our students. We now have 39 juniors and 26 seniors on the applied science pathway. These are increases in both classes over the 2017-18 school year.

Early college high schools use a common instructional framework with a core of six instructional strategies. The academic success of students in ECHS, throughout Texas and the United States, is due to the intentional use of these strategies in the instructional delivery. Classrooms of profound teaching and learning, focused on a college preparatory curriculum, are created through the use of the common instructional framework. These strategies allow all students to access content, at rigorous levels, and enable our students to meet the college readiness standards. The use of the six strategies unequivocally

empowers CRCA students, placing them in actively directing their learning. The strategies employed in CRCA classrooms are; collaborative group work, writing to learn, scaffolding, questioning, classroom talk and literacy groups.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: CRCA teachers have not worked extensively with the BISD Instructional Specialists and Coaches.

Problem Statement 2: The administrative staff at CRCA and the IHE liaison at ACC must continue to explore additional alternatives to the dual credit crosswalk in order to provide for our students' degree plans at the university level.

Parent and Community Engagement

Parent and Community Engagement Summary

During the 2016-17 school year, CRCA held the following parent information nights:

- Grade level meetings with parents 9th (9/22), 10th (9/27), 11th (9/29)
- Parent Information and Recruitment Night for prospective students- 11/8, 11/10, 11/14 (@ CCMS), 2/7, 2/16, 3/2, 3/7
- Student/Parent Acceptance Night - 5/9
- PTA Meetings - 10/22, 3/7
- Italy Trip Parent Meetings - 9/26
- Open House - 9/12
- Presentation to the Calvary Episcopal School Board and Parents 4/18
- PTSA Meetings 9/19, 11/28,
- PSAT Parent Information Night- 5/24, 5/25
- TYLA Presentation, 'What Lawyers Do' 3/31
- Generation Citizen Community Action Projects Presentation at the Bob Bullock Museum 5/17
- Bastrop Then and Now Exhibit at the Bastrop History Museum 5/25

Bilingual support is provided at all parent meetings. In addition to the parent meetings, the CRCA Counselor meets with every rising 9th grade parent to discuss and sign off on their student's four year plan and endorsement.

CRCA's website is kept up to date and contains important links for our college going clientele.

Parent and Community Engagement Strengths

CRCA parent meetings are well attended. The upperclassmen at CRCA participate in recruitment of younger students at Bastrop and Cedar Creek Middle Schools. Our students also participate in the annual Back to School Bash, hosted at Memorial Stadium in July. CRCA's student group, SUSO, conducted two community wide service projects during the 2017-18 school year and our NHS also conducted a service project. We continue the recycling program established three years ago.

School Context and Organization

School Context and Organization Summary

Instruction and guarding the time our students spend in the academic core are key drivers in the success of CRCA. To that end, the following are important considerations in determining our context and organization:

- 9th grade PLC meets Monday - Thursday from 8:40 to 9:30 in the morning.
- Whole school PLC meets on Fridays from 8:00 to 8:40 in the morning.
- Teachers do not have duty stations. They are in their classrooms with students.
- The Principal assumed all of the duty assignments before and after school as well as at lunch.
- The master schedule is designed by the Principal and mitigates the disruption the CCHS shuttle has on the academic day of the students. No core academic classes are held before 9:30 in the morning or after 3:40 in the evening.
- The schedule of ACC classes is determined by the Principal and the IHE Liaison. No ACC course begins before 9:30 and all end before 2:00 in the afternoon so that our students are able to make the CCHS shuttle home.
- Intervention Fridays are scheduled in a manner to maximize student time in the class/content they need the most work with. To that end the principal schedules all students for their Friday classes.
- After school tutorials are held and the students access the Beyond the Bell bus at 6:00 in the evening in order to get home.
- An end of the year design team meeting of the entire staff is held annually to determine the effectiveness of CRCA's systems and make refinements.
- TSI testing is conducted in a manner so as to avoid disrupting teaching and learning. Most testing is conducted on Saturdays.
- CRCA has a proscribed recruitment process for 8th and 9th grade students.
- Weekly, informal meetings with the principal began in the Spring. Faculty attended as they saw fit.

School Context and Organization Strengths

CRCA's organization and structures maximize time spent on teaching and learning while efficiently accommodating the myriad of ancillary tasks necessary in running an early college high school. Although each teacher at the Colorado River Collegiate Academy is the only teacher of the course at the school, our commitment to the PLC process is unmatched. The Colorado River Collegiate Academy received 'Full Designation' from TEA beginning in the 2017-18 school year. As an ECHS, CRCA and BISD must apply for re-designation from TEA each year. The 'Full Designation' label means that CRCA has met the objectives of each of the six benchmarks in the ECHS Blueprint and does not require additional oversight from TEA in its operations.

CRCA earned national recognition from US News and World Report in 2017 and 2018.

Technology

Technology Summary

Important considerations in determining the state of technology and its use at CRCA during the 2017-18 school year are:

- There is a 1:1 laptop to student ratio.
- Students use Schoology (LMS) routinely in ELA.
- Google Classroom is widely used in social studies and mathematics.
- Students attending ACC use Blackboard in all classes.
- All CRCA classrooms have an interactive projector and ELMO.
- CRCA has developed a Biology and a Chemistry Lab from scratch.
- CRCA is a tech friendly campus and students are allowed to use their own technology during the instructional day.
- All state testing is conducted electronically, unless mandated otherwise by a student's ARD or 504 staffing.
- CRCA students participated in a Google Discovery/Explorations event.
- CRCA students have begun to access courses through TxVSN and ACC Online.

Technology Strengths

CRCA is the focal point in Bastrop ISD in the development of a blended learning environment. Our students interact with their ACC adjuncts and CRCA teachers in both the physical and cyber realm. Blackboard, the LMS employed by ACC faculty, is replaced by Schoology when the students are working with their CRCA teachers. Google docs and sheets are routinely used by the CRCA students in their social studies and ELA classes at CRCA.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 1: By May 2019, CRCA will reduce out-of classroom (in-school suspensions, out-of school suspensions, and DAEP) placements by at least 5%.

Evaluation Data Source(s) 1: 2018-2019 end-of-year discipline data

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
3) Campus-wide Implementation of Social Emotional Learning Curriculum that provides language and strategies to address conflict in classrooms and common areas.	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						








Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: 100% of the class of 2022 will meet the college readiness standard on the TSI for reading and writing by May 10, 2019.

Evaluation Data Source(s) 2: All of the 9th grade students will be TSI compliant in reading and writing by the stated date.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) All 9th grade students will be scheduled into a TSI prep course, taught by the English 2 and English 4 teachers. Students will be moved out of the course immediately upon meeting the college readiness standard of 355 in reading and 363/4 on writing (or a 5 on the essay). The English 2 teacher is ESL certified and will use explicit instruction in reading and writing. (2D)</p> <p>SA #1</p>	<p>The principal will monitor the conduct of the TSI course. The counselor will be responsible for moving students out of the TSI course immediately after the student masters the TSI reading and writing exams.</p>	<p>100% of the students in the Class of 2022 will make the writing cut score by the end of the 1st semester. 90% of the Class of 2022 will meet the reading cut score by the end of the 1st semester.</p>				
<p>Problem Statements: Student Achievement 2</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) 1. CRCA is a TSI testing site. TSI testing will occur in three tiers. 9th grade students will be tested August 9-10 and October 1-4 in writing (first) and reading (second). The four testing days in October will be only instructional days sacrificed for testing. The TSI will be offered on 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 1/12, 1/19, 1/26 and 2/4 for students who need to make the cut. Additional testing dates will be scheduled in the spring semester, on Saturdays, if they are needed. (2D)</p> <p>SA #1</p>	<p>The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.</p>	<p>100% of the students in the Class of 2022 will make the writing cut score by the end of the 1st semester. 90% of the Class of 2022 will meet the reading cut score by the end of the 1st semester.</p>				
<p>Problem Statements: Student Achievement 2</p>						

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Implement, monitor and provide instructional feedback on the TSI reading and writing program employed at CRCA. (2D)</p> <p>SA #1</p>	<p>The English 2 and Creative Writing teachers will organize materials, create the curriculum and teach the ELA TSI prep courses. The principal and assistant principal will provide instructional feedback. The class of 9th graders will be monitored by the teacher, administrators and counselor at CRCA.</p>	<p>100% of the students in the Class of 2022 will make the writing cut score by the end of the 1st semester. 90% of the Class of 2022 will meet the reading cut score by the end of the 1st semester.</p>				
<p>Problem Statements: Student Achievement 2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 2: 2017-18 TSI results in reading prevented six students from continuing on to their sophomore year at CRCA. Five of these students also failed to meet the approaches grade level standard on the E1 EOC. Root Cause 2: The six students did not develop the necessary vocabulary and inference skills in time to navigate the test. All three students' scores remained flat throughout the second semester.</p>

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: 100% of the classes of 2019 and 2020 will meet the college readiness standard on the TSI for mathematics by May 10, 2019.

Evaluation Data Source(s) 3: All of the 11th and 12th grade students will be TSI compliant in math by the stated date.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Six sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 350 on the math TSI. The math instructors will teach the course using resources from KNOWSYS. (2A, 2D)</p> <p>SA #2</p>	<p>The principal will monitor the conduct of the TSI course. The counselor will be responsible for moving students out of the TSI course immediately after the student masters the TSI math exam.</p>	<p>The 13 students (1 senior and 12 juniors) that were not TSI compliant in mathematics at the start of the 2018-19 school year, will be by the end of the first semester.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) The 13 students from the 11th and 12th grades will take the math TSI on 9/13. Subsequent testing dates will be 9/29, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 1/12, 1/19, 1/26 and 2/2 for students who need to make the cut. (2A, 2C)</p> <p>SA #2</p>	<p>The principal, assistant principal, counselor and college access specialist will be trained as proctors and conduct all testing.</p>	<p>The 13 students that were not TSI compliant in mathematics at the start of the 2018-19 school year, will be by the end of the second semester.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Achievement









Problem Statement 1: Thirty-three CRCA 10th and 11th grade students are not TSI compliant in mathematics. **Root Cause 1:** Most of these students have not sat for the test yet.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: 85% of the class of 2021 will meet the college readiness standard on the TSI for mathematics by May 10, 2019.

Evaluation Data Source(s) 4: 45 sophomores will be TSI compliant in math by the stated date.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Four sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 350 on the math TSI. The math instructors will teach the course using resources from KNOWSYS. (2D)</p> <p>SA #2</p>	<p>The principal will monitor the conduct of the TSI course. The students assigned to TSI math will remain in the course for the duration of the year. After making the cut score, students will work on improving their PSAT math score.</p>	<p>A minimum of 12 10th graders that are currently not TSI compliant in mathematics will be by the end of the 2018-19 school year.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) The 20 students from the 10th grade will take the math TSI on 11/16. Subsequent testing dates will be 12/1, 12/8, 1/12, 1/19, 1/26 and 2/2 for students who need to make the cut. More Saturday dates will be added through the spring. (2D)</p> <p>SA #2</p>	<p>The principal will monitor the conduct of the TSI course.</p>	<p>A minimum of 12 10th graders that are currently not TSI compliant in mathematics will be by the end of the 2018-19 school year.</p>				
<p>Problem Statements: Student Achievement 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 4 Problem Statements:

Student Achievement



Problem Statement 1: Thirty-three CRCA 10th and 11th grade students are not TSI compliant in mathematics. **Root Cause 1:** Most of these students have not sat for the test yet.





Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.








Performance Objective 5: CRCA students will achieve a 'Successful Course Completion Rate' of 90% or better at Austin Community College.

Evaluation Data Source(s) 5: ACC course grades of A, B and C divided by the total enrollment will equal .90 to 1.00 by the end of the Spring semester in 2019.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All 9th grade students who are TSI compliant in reading and writing by the start of the Spring Semester will be enrolled in the EDUC 1300 course. The course is designed to teach study skills and those 'soft' skills students require to be successful in a college course. (2B)</p> <p>SA #4 SCC #2</p>	<p>EDUC 1300 instructor will teach the course and the assistant principal will monitor it.</p>	<p>100% of the enrolled students will complete the course with an A, B or C grade.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) All 10th and 11th grade students will be placed in a College Prep Advisory class. Lessons for the class will be orchestrated by the College Access Specialist and disseminated to the section teachers. Section teachers will employ an electronic grade check/reflection system designed by CRCA teachers. College Prep Advisory teachers are empowered to assign students to tutorials for ACC courses where the grade is below an 80. Input from ACC (Early Alert System) will also be used to track students in academic trouble.</p> <p>SA #4 SCC #2</p>	<p>The College Access Specialist and College Prep Advisory Teachers conduct this support class. The CRCA Counselor monitors the Early Alert program the instructors from ACC are supposed to interact with.</p>	<p>90% of the ACC courses taken by CRCA students will have a grade of A, B or C by the end of each semester..</p>				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) All 10th grade ACC students will be assigned to a SPAN 1411 and SPAN 1412 tutorial at CRCA. The tutorial class is taught by the CRCA Spanish teacher and is a support class.</p> <p>SA #4 SCC #2</p>	<p>The CRCA Spanish teacher will run the support class.</p>	<p>All CRCA 10th graders taking Spanish 1411 will earn a grade of C or higher, enabling them to enroll in SPAN 1412 in the Spring. All CRCA 10th graders in ACC SPAN 1412 will earn a C or higher allowing them to use the course in their associate's plan.</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) 11th grade ACC students taking MATH 1314 and 1316 will take Algebra 2 or Pre-Calculus at CRCA. They will also be placed in an RTI tutorial period with their CRCA math teacher. 12th grade students taking an ACC math course for their associates will take either MATH 1314 or MATH 1332.</p> <p>SA #4</p>	<p>The Algebra 2/Pre-Calculus teacher is responsible for the support of the MATH 1314/1316/1332 students.</p>	<p>All 48 students in MATH 1314, 1316 and 1332 will earn a C or higher in the courses.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) 11th grade ACC students will take a Friday ENGL 1301 and 1302 tutorial class on Fridays. This tutorial is a support class, taught by the ACC adjunct, for Comp 1 and 2.</p> <p>SA #4 SCC #2</p>	<p>ACC ENGL 1301/1302 adjunct is also an ELA teacher for CRCA. He will conduct the support class.</p>	<p>All CRCA 11th grade students will earn a C or higher for ENGL 1301 and ENGL 1302.</p>				
<p>6) The 15 CRCA seniors enrolled in MATH 2412 (Fall) and MATH 2413 (Spring) will receive tutoring on demand on Fridays.</p>	<p>The Algebra 2/Pre-Calculus teacher is responsible for supporting the 2412/2413 students.</p>	<p>CRCA will graduate at least 12 students in 2019 who have completed Calculus 1 at ACC.</p>				

<p>7) CRCA students enrolled in ACC courses during the summer session will have their progress monitored by CRCA administrators and counselors. A check in system, including logging into the students' Blackboard accounts, will be devised and implemented.</p>	<p>The CRCA counselor and/or assistant principal will be responsible for the summer monitoring system when the principal is on break. The principal will be responsible for the progress monitoring during summer.</p>	<p>The successful completion rate of courses will increase during the summer session.</p>				
<p>Problem Statements: Student Achievement 4 Funding Sources: 199 - General Fund - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 5 Problem Statements:



<p>Student Achievement</p>	
<p>Problem Statement 4: Three CRCA students taking EDUC 1300 during the ACC summer session failed the course and returned to their home campuses. Root Cause 4: CRCA did not have a tracking system in place to check on summer EDUC 1300 students.</p>	











Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 6: CRCA students will earn all seven distinctions in the state accountability system.

Evaluation Data Source(s) 6: CRCA students will earn all seven distinctions in the state accountability released in August, 2019.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students. (2D)</p> <p>SA #3</p>	<p>The principal creates each CRCA student's Friday schedule (based on testing data). The counselor loads the schedules into Skyward. The academic core teachers teach the classes.</p>	<p>Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/80/25</p> <p>English 2 EOC - 100/80/25</p> <p>Algebra 1 EOC - 100/80/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) All CRCA teachers will enact a mandatory tutorial for students whose grades fall below an 80. English 1, English 2, Biology, Algebra 1 and US History teachers will require tutorials for students performing below the satisfactory mark on district assessments. Students who require transportation after school will access the late bus from the BTB After School Program. (2D)</p> <p>SA #3</p>	<p>Academic core teachers will run the tutorials before and after school.</p>	<p>Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/80/25</p> <p>English 2 EOC - 100/80/25</p> <p>Algebra 1 EOC - 100/80/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p>				

<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) All CRCA 11th grade students will take a US History course at CRCA that mirrors HIST 1301/1302 at ACC. The instructor for ACC HIST 1302 will be a CRCA teacher who will also run the Friday intervention on campus. CRCA 11th grade students take HIST 1301/1302 at ACC Elgin.</p> <p>SA #3</p>	<p>The 11th grade social studies teacher is responsible for teaching the course. The principal schedules the students in the course.</p>	<p>Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/80/25</p> <p>English 2 EOC - 100/80/25</p> <p>Algebra 1 EOC - 100/80/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p>				
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) A zero period RTI is built into every student's schedule. Zero period is 3:40 to 4:10 each day. (2D)</p> <p>SA #3</p>	<p>The counselor has scheduled all of the students. Each teacher is on duty and has a section.</p>	<p>Our defined specific, measurable targets for the percentage of students approaching, meeting and mastering grade level expectations on the EOC exams are:</p> <p>English 1 EOC - 100/80/25</p> <p>English 2 EOC - 100/80/25</p> <p>Algebra 1 EOC - 100/80/45</p> <p>Biology EOC - 100/90/45</p> <p>US History EOC - 100/90/60</p>				
<p>Problem Statements: Student Achievement 3</p>						
<p>5) All CRCA 11th grade students will take the AP English Language and Composition Exam. All CRCA seniors will take the AP English Literature Exam. (2B)</p>	<p>The principal will ensure that the required number of exams are ordered and the students sit for these tests.</p>	<p>CRCA will earn the distinction in ELA and our College Readiness measure in the USNWR Best High Schools in America report will increase.</p>				
<p>6) CRCA will continue to increase the number of students taking AP exams in World History, US History, Spanish Language, English Language, English Literature and AB Calculus.</p>	<p>The principal will ensure that the required number of exams are ordered and the students sit for these tests.</p>	<p>CRCA will earn the distinction in ELA, math and social studies and our College Readiness measure in the USNWR Best High Schools in America report will increase.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 6 Problem Statements:

Student Achievement










<p>Problem Statement 3: The percentage of students meeting the level two standard on the STAAR E1 and E2 EOC exams is not 100%, even for those students who are TSI compliant in reading and writing. Only 30% of the students taking the E1 an E2 EOC met or exceeded progress. Root Cause 3: Students arrive at CRCA as ninth graders significantly behind grade level in reading and writing.</p>
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Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: CRCA will increase the number of students who submit applications to attend the school.

Evaluation Data Source(s) 1: 80 or more applications will be submitted by Spring Break, 2019.

Summative Evaluation 1:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) CRCA will continue and expand its recruitment program directed at the 8th grade students who attend school at BMS and CCMS. Large group presentations by the CRCA principal and students will be augmented by conversations and recruiting in small group settings (at lunch, before and after school).</p> <p>FCI #2</p>	The CRCA principal and selected students are responsible for the large group presentations. The CRCA counselor and selected students will run the small group outreach.	80 or more applications will be submitted by Spring Break, 2019.				
<p>Critical Success Factors CSF 3</p> <p>2) CRCA administrators and counselors will increase the level of communication with the middle school administrators and counselors in the recruiting effort. (3A)</p> <p>FCI #2</p>	The assistant principal at CRCA will coordinate communication between the three schools.	80 or more applications will be submitted by Spring Break, 2019.				
<p>Critical Success Factors CSF 6</p> <p>3) The due date on the applications for the new CRCA students will be March 29, 2019.</p> <p>FCI #2</p>	The principal at CRCA is responsible for pushing the due date back. The middle school administrators and counselors will be tasked with communicating this change at the campus level.	80 or more applications will be submitted by Spring Break, 2019.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 2: CRCA will increase its outreach to parents during the 2018-19 school year.

Evaluation Data Source(s) 2: Meetings to review the campus handbook, satisfactory academic progress, dealing with student stress, FAFSA, university admissions and preparing for graduation will be held during the 2018-19 school year. These meetings are in addition to those the campus already has (recruitment, PSAT and acceptance nights as well as open houses).

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Grade level parent meetings will be scheduled, advertised and held by September 21, 2018. The fall meetings will cover the campus handbook, SAP and dealing with student stress. Meetings will be in English and Spanish. (3A, 3B)</p> <p>FCI #1</p>	<p>The CRCA principal will select the dates of the meetings. The counselor will conduct the advertisement and both will participate in the presentation of the meetings. The counselor will provide support in Spanish.</p>	<p>A sign in sheet will be kept for all the meetings.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) A spring meeting will be held for the parents with students in the 11th grade. The focus will be FAFSA and university admissions. (3A, 3B)</p>	<p>The College Access Specialist and the CRCA Counselor are charged with the FAFSA/University Admissions meeting. The counselor will provide support in Spanish.</p>	<p>A sign in sheet will be kept for all the meetings.</p>				

<p>Critical Success Factors CSF 3 CSF 5</p> <p>3) Parent recruitment nights will be held in the fall, one week after the recruitment presentations at BMS and CCMS. Parent recruitment nights will be held in the spring for the parents of 9th graders at BHS and CCHS who are considering attending CRCA as 10th grader students. The acceptance night for rising ninth grade students will be held in May. PSAT nights will be held in May. (3A, 3B)</p> <p>FCI #1 FCI #2</p>	<p>The CRCA principal is charged with organizing all meetings. The counselor will provide support in Spanish. The assistant principal and CAS will be co-presenters.</p>	<p>A sign in sheet will be kept for all the meetings.</p>				
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 = Accomplished
  = Continue/Modify
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  = Some Progress
  = No Progress
  = Discontinue

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 3: CRCA will expand its electronic foot print.

Evaluation Data Source(s) 3: Faculty, staff, students and parents will become 'Friends' and 'Followers' of CRCA and BISD. All staff will have up to date and working webpages.

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The campus TIG will oversee all aspects of CRCA's virtual world outreach, consolidating the existing Facebook pages, Twitter accounts and other means CRCA employs in cyberspace.</p> <p>FCI #3</p>	<p>The campus TIG is responsible for CRCA's electronic footprint. The assistant principal will monitor the TIG.</p>	<p>Our electronic presence will be consolidated and cohesive.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						









Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: T-TESS will be integrated into the professional development of CRCA teachers.

Evaluation Data Source(s) 1: All CRCA teachers will participate in the goal setting, pre-conference, formal observation, lesson reflection, post and summative conference aspects of the T-TESS process. Each component will be documented in Eduphoria.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 7</p> <p>1) The required training of teachers for evaluation and appraisal in TTESS will be conducted on August 10, 2018.</p> <p>SQRR #1</p>	<p>The principal will conduct the training. A sign in sheet will be kept, documenting the training.</p>	<p>Teachers will know the TTESS timeline, process and their responsibilities regarding the evaluation.</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) All CRCA teachers will participate in the goal setting, pre-conference, formal observation, lesson reflection, post and summative conference cycles of TTESS during the 2018-19 school year.</p> <p>SQRR #1</p>	<p>The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. All parts of the process will be contained in Eduphoria. Electronic signatures will signify completion.</p>	<p>Implementation of the TTESS process will improve each teacher's skills inside the classroom.</p>				

<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) Walkthrough evaluations will be conducted in an effort to increase instructional effectiveness, teacher understanding of the TTESS rubric and student achievement.</p> <p>SQRR #1</p>	<p>The principal and assistant principal will be certified appraisers in TTESS and conduct all aspects of the program with their designated teachers. Walkthrough evaluations will be documented in Eduphoria and electronic signatures will signify the teachers' receipt of the appraisals.</p>	<p>Each teacher's understanding of the TTESS rubric will increase over the school year.</p>				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>4) Each administrator will conduct five walkthroughs a week.</p> <p>SQRR #1</p>	<p>The principal and assistant principal are responsible for conducting campus walkthroughs.</p>	<p>Walkthrough evaluations will be documented and signed for in Eduphoria and the C&I Google Form.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						



Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.




Performance Objective 2: CRCA teachers will work to meet the needs of diverse learners in both the high school and community college classroom.

Evaluation Data Source(s) 2: 1. SACS qualified teachers will submit their professional credentials to the appropriate department at ACC and become adjuncts. We will add adjuncts in Education.

2. All CRCA staff will be ESL certified by the beginning of the 2018-19 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) The CRCA 9th grade team will meet in PLC, Monday - Thursday, from 8:40 to 9:30. The PLC will determine student interventions, conduct parent contact, review assessment data and make recommendations to the school's administrative staff regarding the 9th grade students and their individual needs. (3A, 3C)</p> <p>CIA #2</p>	The CRCA assistant principal will monitor the 9th grade PLC.	Domains 1-3 in the state accountability system will provide the documentation of whether the 9th grade PLC was successful.				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>2) The four CRCA teachers who are currently not ESL certified, will obtain their certification by August 1, 2019. (2C)</p> <p>SQRR #1</p>	The CRCA principal is charged with monitoring teacher credentials.	All four of the teachers not currently ESL certified will successfully test and attach the credential to their certificate by August 1, 2019.				

<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) CRCA administration will grow its own Austin Community College adjunct instructors. Teachers who are SACS (Southern Association of Colleges and Schools) certified are given preference in staffing positions at CRCA. SACS certified teachers are motivated to apply at ACC. ACC is very receptive to accepting our teachers. All who have gone through the process have become adjuncts. We look to add an EDUC 1300 adjunct to our group this year.</p> <p>CIA #3</p>	<p>The principal and IHE liaison are responsible for guiding teachers through the process.</p>	<p>At the end of the 2018-19 school year, CRCA will have the following adjuncts on staff:</p> <ol style="list-style-type: none"> 1. Two EDUC 1300 instructors 2. One BIOL 1408 instructor 3. Two ENGL 1301/1302 instructors 4. One ENGL 2322 instructor 5. One HIST 1301/1302 instructor 				
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 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue



Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: CRCA will increase its recruitment outreach to elementary and middle school students and parents during the 2018-19 school year.

Evaluation Data Source(s) 1: There will be an increased awareness of the ECHS program and the Colorado River Collegiate Academy in Bastrop and Cedar Creek.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) CRCA will begin a Future Flyers program aimed at recruiting students in the 5th, 6th and 7th grades. Future Flyers will involve current CRCA students in mentoring relationships with the younger students as well as the production of a video to promote the ECHS program in BISD. The video will be produced in both English and Spanish. (3B)</p> <p>FCI #2</p>	<p>Future Flyers will be monitored by the campus TIG, assistant principal and principal.</p>	<p>The success of the Future Flyers program will be measured by the actual production of the video and campus visits to 5th, 6th and 7th grade classes. Whether this program is a long term success or not will be measured by the sustainability of 80+ applications to CRCA in the years following its inception.</p>				
<p>Critical Success Factors CSF 5</p> <p>2) The large group presentations that have been made in the past to the 8th grade audiences at BMS and CCMS will be complimented by ongoing, small group interactions conducted before school and at lunch. (3A, 3C)</p> <p>FCI #2</p>	<p>The CRCA counselor will be charged with organizing the breakfast and lunch visits with the middle schools.</p>	<p>More than 80 applications will be submitted for the Class of 2023.</p>				

<p>Critical Success Factors CSF 5</p> <p>3) Parent recruitment meetings will be held the week following the presentations at BMS and CCMS. The parent recruitment meetings will be held at CRCA and conducted in both English and Spanish. (3A, 3C)</p> <p>FCI #2</p>	<p>The principal, assistant principal and counselor are charged with organizing and conducting the meetings.</p>	<p>Parent sign in sheets will be kept.</p>				
<p>4) 4) A new recruiting video will be created by the CRCA students.</p>	<p>The campus TIG in cooperation with the EDUC 1300 instructor will oversee the creation of the new recruiting video.</p>	<p>More than 80 applications will be submitted for the Class of 2023.</p>				








 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 2: The CRCA PTSA will increase its visibility and participation in the life of the school.

Evaluation Data Source(s) 2: The PTSA will increase its membership, fundraising and volunteering at CRCA.

Summative Evaluation 2:




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) The CRCA PTSA will begin its third year. Its goals for the year will be:</p> <p>1. increase the number of monthly meetings 2. increase membership 3. increase fundraising 4. increase CRCA faculty participation</p> <p>(3A, 3C) SCC #1 SCO #1</p>	<p>The PTSA officers are charged with operating the organization. The CRCA principal, a member of the PTSA board, will facilitate the group's efforts to meet their goals.</p>	<p>Monthly meeting notes will be posted outside the CRCA office.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						











Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 3: CRCA students will increase their visibility and participation in the wider community.

Evaluation Data Source(s) 3: CRCA students will involve themselves in at least two large scale service learning projects.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) The Owls Abroad Program will conduct its second overseas trip, to England, France and Spain, during Spring Break 2019.</p> <p>SCC #1 SCC #2</p>	<p>The Owls Abroad sponsor and CRCA counselor will be chaperoning the trip.</p>	<p>Fifteen or more CRCA students will commit to participate in the 2019 trip.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) The Speak Up, Speak Out student group (SUSO) will conduct a fall and spring service learning project and enter the project in the SUSO competition run by the Annette Strauss Institute for Civic Life at the University of Texas.</p> <p>SCC #1 SCC #2</p>	<p>The SUSO sponsor is responsible for leading the organization in the projects.</p>	<p>Documentation of SUSO's success in the projects will be evinced by its place in the fall and spring competitions.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) The NHS chapter at CRCA will document two major service learning projects over the school year.</p> <p>SCC #1 SCC #2</p>	<p>The NHS sponsor is responsible for monitoring the organization's work.</p>	<p>Documentation of the NHS service learning projects will be noted in its annual report to principal.</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) The Class of 2020 will host CRCA's second Prom in the Spring.</p> <p>SCC #1 SCC #2</p>	<p>The Student Council Sponsor has taken on the role of organizing Prom.</p>	<p>The dance is held and the students attend.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) STUCO will conduct two service learning projects over the course of the 2018-19 school year.</p> <p>SCC #1 SCC #2</p>	<p>The STUCO sponsor is responsible for monitoring the group's endeavors.</p>	<p>Documentation of the STUCO service learning projects will be noted in its annual report to principal.</p>				
<p>6) CRCA will hold a pep rally at the beginning of each semester. Registration for school clubs, activities and events will occur during the pep rally. Celebrations of academic achievement will occur during the spring semester pep rally.</p>	<p>The College Access Specialist will organize the pep rallies.</p>	<p>CRCA student life will improve.</p>				
<p>Problem Statements: School Culture and Climate 1</p>						
<p>7) CRCA 10th, 11th and 12th grade students will have the opportunity to join ACC Student Life club. 11th and 12th grade students will have the opportunity to join the ACC Book Club.</p>	<p>The College Access Specialist will show the students how to access Student Life and the Book Club.</p>	<p>CRCA student life will improve.</p>				
<p>Problem Statements: School Culture and Climate 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:









<p>School Culture and Climate</p>	
<p>Problem Statement 1: New avenues for student involvement in the life of our campus and ACC are needed.</p>	

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 4: CRCA will ensure a safe and secure environment for all students, staff and visitors as well as prepare to effectively respond to all emergencies that might affect safety and security of students and staff.

Evaluation Data Source(s) 4: CRCA will keep its students, staff and visitors safe from external and internal threats and will respond to emergencies according to BISD's Emergency Response Protocol.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) CRCA staff will participate in campus drills and invite city and county officials to participate in these drills. (1A)	The assistant principal will schedule the drills and maintain a log of their completion.	CRCA will be prepared in the event of an emergency.				
2) CRCA administrators and counselors will attend district training in emergency response and create a campus safety team. (1A)	The training will be monitored at the district level. The campus safety team will be organized by the assistant principal.	CRCA will be prepared in the event of an emergency.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	1	All 9th grade students will be scheduled into a TSI prep course, taught by the English 2 and English 4 teachers. Students will be moved out of the course immediately upon meeting the college readiness standard of 355 in reading and 363/4 on writing (or a 5 on the essay). The English 2 teacher is ESL certified and will use explicit instruction in reading and writing. (2D) SA #1
1	2	2	1. CRCA is a TSI testing site. TSI testing will occur in three tiers. 9th grade students will be tested August 9-10 and October 1-4 in writing (first) and reading (second). The four testing days in October will be only instructional days sacrificed for testing. The TSI will be offered on 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 1/12, 1/19, 1/26 and 2/4 for students who need to make the cut. Additional testing dates will be scheduled in the spring semester, on Saturdays, if they are needed. (2D) SA #1
1	2	3	Implement, monitor and provide instructional feedback on the TSI reading and writing program employed at CRCA. (2D) SA #1
1	3	1	Six sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 350 on the math TSI. The math instructors will teach the course using resources from KNOWSYS. (2A, 2D) SA #2
1	3	2	The 13 students from the 11th and 12th grades will take the math TSI on 9/13. Subsequent testing dates will be 9/29, 10/13, 10/20, 10/27, 11/3, 11/10, 11/17, 12/1, 12/8, 1/12, 1/19, 1/26 and 2/2 for students who need to make the cut. (2A, 2C) SA #2
1	4	1	Four sections of TSI math prep will be created in the master schedule. Each of the teachers will be certified in math. Students will be moved out of the course immediately upon meeting the college readiness standard of 350 on the math TSI. The math instructors will teach the course using resources from KNOWSYS. (2D) SA #2
1	4	2	The 20 students from the 10th grade will take the math TSI on 11/16. Subsequent testing dates will be 12/1, 12/8, 1/12, 1/19, 1/26 and 2/2 for students who need to make the cut. More Saturday dates will be added through the spring. (2D) SA #2
1	5	2	All 10th and 11th grade students will be placed in a College Prep Advisory class. Lessons for the class will be orchestrated by the College Access Specialist and disseminated to the section teachers. Section teachers will employ an electronic grade check/reflection system designed by CRCA teachers. College Prep Advisory teachers are empowered to assign students to tutorials for ACC courses where the grade is below an 80. Input from ACC (Early Alert System) will also be used to track students in academic trouble. SA #4 SCC #2
1	5	3	All 10th grade ACC students will be assigned to a SPAN 1411 and SPAN 1412 tutorial at CRCA. The tutorial class is taught by the CRCA Spanish teacher and is a support class. SA #4 SCC #2
1	5	4	11th grade ACC students taking MATH 1314 and 1316 will take Algebra 2 or Pre-Calculus at CRCA. They will also be placed in an RTI tutorial period with their CRCA math teacher. 12th grade students taking an ACC math course for their associates will take either MATH 1314 or MATH 1332. SA #4

Goal	Objective	Strategy	Description
1	6	1	All CRCA students are scheduled into Friday tutorial classes based on their academic needs. The Friday classes are intervention and extension support classes, tailored to the individual needs of the students. (2D) SA #3
1	6	2	All CRCA teachers will enact a mandatory tutorial for students whose grades fall below an 80. English 1, English 2, Biology, Algebra 1 and US History teachers will require tutorials for students performing below the satisfactory mark on district assessments. Students who require transportation after school will access the late bus from the BTB After School Program. (2D) SA #3
1	6	3	All CRCA 11th grade students will take a US History course at CRCA that mirrors HIST 1301/1302 at ACC. The instructor for ACC HIST 1302 will be a CRCA teacher who will also run the Friday intervention on campus. CRCA 11th grade students take HIST 1301/1302 at ACC Elgin. SA #3
1	6	4	A zero period RTI is built into every student's schedule. Zero period is 3:40 to 4:10 each day. (2D) SA #3

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Martin Conrardy	Principal
Non-classroom Professional	Shawn Adams	Assistant Principal
Classroom Teacher	Cindy O'Campo	Teacher
Classroom Teacher	Susana Tull	Teacher
Classroom Teacher	Jack Gaines	Teacher
Business Representative	Anthony Adams	Businessman
Non-classroom Professional	Rick Longoria	Counselor

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	7	Days need to be added to either the counselor or assistant principal's contract to ensure coverage over the entire summer break.		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00